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ABSTRACT

Standardized vocational education course titles and core contents are provided for two courses in Mississippi: agriculture, grades seven and eight. The first course contains the following units: (1) agricultural careers; (2) leadership and Future Farmers of America (FFA); (3) public speaking; (4) parliamentary procedures; (5) introduction to supervised occupational experience; (6) livestock and animal science; (7) crop and plant science; (8) soils; (9) shop safety; (10) basic tools and shop work; and (11) operating power machinery. The second course contains the following units: (1) agricultural careers; (2) leadership and FFA; (3) public speaking; (4) parliamentary procedure; (5) supervised occupational experience; (6) animal science; (7) plant science; (8) soils; (9) computers; (10) shop safety; (11) basic tools and shop work; and (12) agricultural safety. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (NLA)

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ED334386

Standardized Curriculum For

Enrichment Agriculture

Grades 7 and 8

Mississippi Department of Education
Bureau of
Vocational, Technical
and Adult Education

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STANDARDIZED CURRICULUM

FOR

ENRICHMENT AGRICULTURE, GRADES 7 AND 8

MISSISSIPPI DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

June 1989

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1989

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FOREWORD

This volume is intended to be used in the State of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced, state-wide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts, schools, and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1986 which called for the establishment of state-wide "guidelines and procedures for managing an instructional program in the public schools." This legislation calls for instructional management plans containing the following components:

1. a written list of learning objectives for every course for which academic credit is given on students' transcripts (state specified core objectives must be included);

2. <u>suggested</u> instructional practices and resources for the learning objectives;

3. standards for student performance for each learning objective; and

4. systematic procedures for evaluating student performance on the learning objectives.

Specific local district actions regarding the state-wide instructional management plan are also required, namely:

1. The objectives contained in this document are common to all programs in the state. Core objectives are designated with an asterisk. The local district is encouraged to add additional objectives to this listing to meet local needs of students and employers.

2. The local school board must officially adopt the learning objectives as the district's curricula.

3. Pass/fail policies must be based on mastery of learning objectives.

4. Student performance on the learning objectives must be systematically evaluated at least once during the school year.

5. During the school year, records of individual student performance must indicate whether or not the objectives have been mastered. The record must indicate mastery status for each of the objectives tested in the Basic Skills Assessment Program (including functional literacy skills) and must be permanently maintained on all students who do <u>not</u> master the basic and functional literacy skills prior to being tested on them.

6. Each year, information about student performance on learning objectives must be reviewed. Those objectives which students are not mastering must be identified, and a plan must be developed for improving student performance on those objectives.

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AGRICULTURE, GRADE 7

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AGRICULTURE, GRADE 7

Unit No.	Title
1	Agricultural Careers
2	Leadership and FFA
3	Public Speaking
4	Parliamentary Procedure
5	Introduction to SOE
6	Livestock and Animal Science
7	Crop and Plant Science
8	Soils
9	Shop Safety
10	Basic Tools and Shop Work
11	Operating Power Machinery

COURSE: Agriculture, Grade 7

Unit 1: Agricultural Careers

Objectives: Upon completion of this unit, the student will:

*1. Define the occupational career areas in agriculture, agribusiness, and renewable natural resources.
*2. Identify basic competencies required by persons entering the career areas of agriculture.
3. Deliver an oral report on a selected agricultural career.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Independent study
Class reports

Suggested Resources:

Primary Resource: McCully, James S. Jr. "Careers in the Agriculture, Agribusiness, and Natural Resources Industry." Lesson Plans for Teaching Basic Vocational Agriculture - Section I - Introduction to Vocational Agriculture. Mississippi State, MS: Research and Curriculum Unit. 1980.

Secondary Resources: In order to complete Objective 3, various sources of career information on agriculture, agribusiness, and renewable natural resources must be tapped.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define six occupational career areas in the field of agriculture, agribusiness, and renewable natural resources.
*Objective 2: The student will describe three basic groups of competencies needed by persons entering the six career areas discussed in Objective 1.
Objective 3: The student will select one career area in the field of agriculture/agribusiness/natural resources occupations, obtain information related to this career, and deliver a two minute oral report on the occupation to the class.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Defined the occupational career areas in agriculture, agribusiness, and renewable natural resources.
____ *2. Identified competencies needed by persons entering the career areas of agriculture.
____ 3. Selected a potential career in agriculture and delivered an oral report on that career.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 2: Leadership and FFA

Objectives: Upon completion of this unit, the student will:

1. List FFA activities/contests that are open to Junior FFA members.
*2. Recite the FFA motto.
*3. List the officers of an FFA Chapter.
4. Name the degrees of membership in the Junior FFA.
5. State the requirements for the Junior FFA Greenhand Degree.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: Official FFA Manual. Alexandria, VA: National FFA Supply Service. (Current Edition)

"Constitution and By-Laws of the Mississippi Association of the Future Farmers of America and Mississippi Junior Association of FFA." Jackson, MS: Mississippi FFA. 1977.

Mississippi FFA Contest Handbook. Mississippi State, MS: Research and Curriculum Unit. 1988.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three activities/contests that are open to Junior FFA members.
*Objective 2: The student will recite the FFA motto with no errors.
*Objective 3: The student will list the five officers of an FFA chapter.
Objective 4: The student will name the three degrees of membership in the Junior FFA.
Objective 5: The student will state two requirements for the Junior FFA Greenhand Degree.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed FFA activities/contests that are open to Junior FFA members.
____ *2. Recited the FFA motto.
____ *3. Listed the officers of an FFA Chapter.
____ 4. Named the degrees of membership in the Junior FFA.
____ 5. Stated the requirements for the Junior FFA Greenhand Degree.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 3: Public Speaking

Objectives: Upon completion of this unit, the student will:

*1. List the parts of an outline of a speech.
*2. Develop an outline for a speech.
*3. Present a speech to the class.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Home assignment
Classroom presentation

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list the three parts to an outline of a speech.
*Objective 2: The student will develop an outline for a two minute speech.
*Objective 3: The student will present a two minute speech to his/her class.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the parts of an outline of a speech.
____ *2. Developed an outline for a speech.
____ *3. Presented a speech to the class.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 4: Parliamentary Procedure

Objectives: Upon completion of this unit, the student will:

*1. Name the primary reference used for parliamentary procedure.
*2. List purposes of parliamentary procedure.
*3. Identify the characteristics of a good meeting
*4. Name methods of voting at a meeting.
*5. Conduct an election of officers.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name Robert's Rules of Order - Newly Revised as the primary reference used on parliamentary procedure.
*Objective 2: The student will list three purposes of parliamentary procedure.
*Objective 3: The student will identify seven characteristics of a good meeting.
*Objective 4: The student will name three methods of voting in a meeting.
*Objective 5: Each student will serve as presiding officer receiving nominations and conducting an election of another officer.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Named the primary reference on parliamentary procedure.
____ *2. Listed purposes of parliamentary procedure.
____ *3. Identified characteristics of a good meeting.
____ *4. Named methods of voting at a meeting.
____ *5. Conducted an election of officers.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 5: Introduction to Supervised Occupational Experience (SOE) Programs

Objectives: Upon completion of this unit, the student will:

*1. Name the types of SOE programs.
*2. List objectives of SOE.
*3. Participate in a class or small group SOE program.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Classroom practice

Suggested Resources:

Primary Resource: McCully, James S. "Selecting and Planning a Supervised Occupational Experience Program." Basic Vocational Education, Section IIIB, Introduction to Agricultural Skills. Mississippi State, MS: Research and Curriculum Unit. 1988.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name the two different types of SOE programs.
*Objective 2: The student will list three objectives of SOE.
*Objective 3: The student will participate in a class or small group SOE conducted in the vocational agriculture department setting by assisting in the work of the project, and keeping records of the project labor, expenses, and income.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Named the types of SOE programs.
____ *2. Listed objectives of SOE.
____ *3. Participated in a class or small group SOE program.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 6: Livestock and Animal Science

Objectives: Upon completion of this unit, the student will:

*1. List the major types of commercial livestock produced in Mississippi.
2. Identify the major breeds of beef cattle.
3. Identify the major breeds of dairy cattle.
4. Identify the major breeds of swine.
*5. Describe the products from other types of livestock enterprises.
*6. List the functions of the body systems.
*7. Differentiate between ruminant and non-ruminant animal digestive systems.
*8. Classify animals as ruminant or non-ruminant.
9. Define the different categories of feed.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Jacks, L. P. Basic Principles of Animal Science. Revised by James S. McCully. Mississippi State, MS: Research and Curriculum Unit. 1976.

McCully, James S. Introduction to Livestock Production. Mississippi State, MS: Research and Curriculum Unit. 1981.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three major types of commercial livestock produced in Mississippi.
Objective 2: The student will identify five major breeds of beef cattle.
Objective 3: The student will identify three major breeds of dairy cattle.
Objective 4: The student will identify three major breeds of swine.

*Objective 5: The student will describe three products produced by poultry enterprises and two products produced by catfish enterprises.

*Objective 6: The student will list one function of each of seven major systems of the body.

*Objective 7: The student will state one major difference in a ruminant and non-ruminant digestive system.

*Objective 8: The student will classify five common farm animals as being ruminant or non-ruminant.

Objective 9: The student will define the two major categories of feed (roughages and concentrates).

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the major types of commercial livestock produced in Mississippi.
____ 2. Identified the major breeds of beef cattle.
____ 3. Identified the major breeds of dairy cattle.
____ 4. Identified the major breeds of swine.
____ *5. Described the products from other types of livestock enterprises.
____ *6. Listed the functions of the body systems.
____ *7. Differentiated between ruminant and non-ruminant animal digestive systems.
____ *8. Classified animals as ruminant or non-ruminant.
____ 9. Defined the different categories of feed.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 7: Crop and Plant Science

Objectives: Upon completion of this unit, the student will:

*1. Identify the major parts of a plant.
*2. State the function of each of the major parts.
*3. Name and define the classes of plants according to their life cycles.
*4. Classify plants according to their life cycles.
*5. State the different ways in which plants reproduce.
*6. Describe the steps in producing hybrid seed corn.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: Jacks, L.P. A Reference Unit on Basic Principles of Plant Science. Mississippi State, MS: Research and Curriculum Unit. No date.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the four major parts of a typical plant.
*Objective 2: The student will state one function of each of the four basic parts of a plant.
*Objective 3: The student will name and define the three classes of plants according to their life cycles.
*Objective 4: The student will classify ten plants as to their life cycles.
*Objective 5: The student will state two ways in which plants can reproduce.
*Objective 6: The student will describe the three steps in producing hybrid seed corn.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___ *1. Identified the major parts of a plant.
___ *2. Stated the function of each of the major parts.
___ *3. Named and defined the classes of plants according to their life cycles.

___ *4. Classified plants according to their life cycles.
___ *5. Stated the different ways in which plants reproduce.
___ *6. Described the steps in producing hybrid seed corn.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 8: Soils

Objectives: Upon completion of this unit, the student will:

*1. Define the term soil.
*2. List the major components of a soil.
*3. Name the types of water erosion.
*4. State the major problem caused by water erosion.
*5. Name ways to control water erosion.
*6. State the advantages of adding organic matter or humus to a soil.
*7. List the steps in taking a soil sample for fertility testing.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: McCully, James S. "Introduction to Soil and Soil Management Skill." Basic Vocational Education, Section IIIB, Introduction to Agricultural Skills. Mississippi State, MS: Research and Curriculum Unit. 1988. (Objectives 1-5)

McCully, James S., et.al. A Reference Unit on Home Vegetable Gardening. Mississippi State, MS: Research and Curriculum Unit. 1975. (Objectives 6-7)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define the term soil in terms of a natural resource that supports plant growth.
*Objective 2: The student will list four major components of a soil.
*Objective 3: The student will name two types of water erosion.
*Objective 4: The student will state the major problem caused by water erosion in terms of loss of valuable topsoil.
*Objective 5: The student will name two ways to control water erosion.
*Objective 6: The student will state three advantages of adding organic matter or humus to a soil.

*Objective 7: The student will list three steps in taking a soil sample for fertility testing.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Defined the term soil.
____ *2. Listed the major components of a soil.
____ *3. Named the types of water erosion.
____ *4. Stated the major problem caused by water erosion.
____ *5. Named ways to control water erosion.
____ *6. Stated the advantages of adding organic matter or humus to a soil.
____ *7. Listed the steps in taking a soil sample for fertility testing.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 9: Shop Safety

Objectives: Upon completion of this unit, the student will:

*1. List general rules for shop safety.
*2. Identify eye safety and protection devices.
*3. Identify the proper clothing to be worn on specific jobs.
*4. List reasons for maintaining a clean and orderly shop.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: McCully, Jimmy. "Job Safety Skills." Basic Vocational Education, Section IIA, Introduction to Mechanical Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list eight general rules for shop safety.
*Objective 2: The student will identify three eye safety and protection devices.
*Objective 3: The student will list three characteristics of proper clothing to be worn on an agricultural mechanics job.
*Objective 4: The student will list two reasons for maintaining a clean and orderly shop.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

___ *1. Listed general rules for shop safety.
___ *2. Identified eye safety and protection devices.

____ *3. Identified the proper clothing to be worn on specific jobs.
____ *4. Listed reasons for maintaining a clean and orderly shop.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 7

Unit 10: Basic Tools and Shop Work

Objectives: Upon completion of this unit, the student will:

*1. Identify basic tools.
*2. Measure stock using a steel tape.
*3. Drive, set, and pull nails.
*4. Crosscut a board.
5. Bore a hole in wood.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Laboratory demonstration and practice

Suggested Resources:

Primary Resource: McCully, James S. "Measurement Skills." Basic Vocational Education, Section IIA, Introduction to Mechanical Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

McCully, James S. "Metal Working Hand Tools." Basic Vocational Education, Section IIA, Introduction to Mechanical Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

McCully, James S. "Wrenches, Pliers, and Screwdrivers." Basic Vocational Education, Section IIA, Introduction to Mechanical Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

McCully, James S. "Woodworking Hand Tools." Basic Vocational Education, Section IIA, Introduction to Mechanical Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify fifteen of the following tools: curved claw hammer, steel tape, framing square, combination square, level, crosscut hand saw, rip saw, pipe wrench, ball peen hammer, cold chisel, combination pliers, combination wrench, open end adjustable wrench, locking plier wrench, open end wrench, box end wrench, socket, ratchet, Phillips screwdriver, standard screwdriver, bit brace, wood auger bit.

Objective 2: The student will measure three pieces of stock provided by the teacher to within +/- 1/16th of an inch.

*Objective 3: The student will drive and set five finishing nails flush with the surface of the wood, and remove three common nails from wood.

*Objective 4: The student will crosscut a board at a ninety degree angle to teacher specifications using a hand saw.

Objective 5: The student will bore a hole in a piece of wood to teacher specifications using a bit brace and wood auger bit.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified basic tools.
____ *2. Measured stock using a steel tape.
____ *3. Drove, set, and pulled nails.
____ *4. Crosscut a board.
____ 5. Bored a hole in wood.

*Indicates core/essential objectives.

COURSE: Agriculture, Grade 7

Unit 11: Operating Power Machinery

Objectives: Upon completion of this unit, the student will:

*1. Identify types of information that can be found in an operator's manual.
*2. Identify typical instruments and controls found on power machinery.
*3. List vital parts and accessories found on power machinery.
*4. List safety rules for using a power lawn mower.
*5. Demonstrate the ability to service a lawn mower engine.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Laboratory demonstration and practice

Suggested Resources:

Primary Resource: Turner, Howard J. Safe Tractor Operation and Daily Care. Athens, GA: American Association for Vocational Instructional Materials. 1981. (Objectives 1-3)

Reed, Dannie L. "Lawn Mower Safety." Mississippi State, MS: Mississippi Cooperative Extension Service. 1978. (Objective 4)

Turner, Howard J. Care and Operation of Small Gasoline Engines. Athens, GA: American Association for Vocational Instructional Materials. (Objective 5)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify eight types of information that can be found in an operator's manual.
*Objective 2: The student will identify six typical instruments and controls found on power machinery.
*Objective 3: The student will list vital parts and accessories found on power machinery which should be checked or adjusted periodically.

*Objective 4: The student will state the following safety rules for using a power lawn mower:

a. Keep feet away from the blade when starting.
b. Always stop the engine and disconnect the spark plug to clean or work on a mower.
c. Do not use a riding mower on steep slopes. Use a push mower and mow across the slope rather than up and down.
d. Clear the lawn of sticks, stones, wire, and other debris that can be hurled by the blade.
e. Never leave a mower running.
f. Never add fuel to a running engine.
g. Only operate a riding lawn mower from the driver's seat.

*Objective 5: The student demonstrated the ability to service a small gasoline engine by:

a. Checking engine oil level.
b. Changing engine oil.
c. Replacing a spark plug.
d. Servicing an air cleaner.

(All operations must be performed according to manufacturer's specifications.)

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified types of information that can be found in an operator's manual.
____ *2. Identified typical instruments and controls found on power machinery.
____ *3. Listed vital parts and accessories found on power machinery.
____ *4. Listed safety rules for using a power lawn mower.
____ *5. Demonstrated the ability to service a lawn mower engine.

*Indicates core/essential objectives

AGRICULTURE, GRADE 8

Developed by

Arvester Smith, Monticello Junior High School
Penny Lott, West Lincoln High School
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AGRICULTURE, GRADE 8

Unit No.	Title
1	Agricultural Careers
2	Leadership and FFA
3	Public Speaking
4	Parliamentary Procedure
5	Supervised Occupational Experience (SOE)
6	Animal Science
7	Plant Science
8	Soils
9	Computers
10	Shop Safety
11	Basic Tools and Shop Work
12	Agricultural Safety

COURSE: Agriculture, Grade 8

Unit 1: Agricultural Careers

Objectives: Upon completion of this unit, the student will:

*1. Describe entrance opportunities as a self-employed person and as a paid employee in a career area of agriculture, agribusiness, and renewable natural resources.
2. Deliver a presentation to the class on a selected career.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Independent study
Class reports

Suggested Resources:

Primary Resource: McCully, James S. Jr. "Careers in the Agriculture, Agribusiness, and Natural Resources Industry." Lesson Plans for Teaching Basic Vocational Agriculture - Section I - Introduction to Vocational Agriculture. Mississippi State, MS: Research and Curriculum Unit. 1980.

Secondary Resources: In order to complete Objective 2, various sources of career information on agriculture, agribusiness, and renewable natural resources must be tapped.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will describe entrance requirements for one of the seven occupational areas in terms of entering as a self-employed person and as a paid employee.

Objective 2: The student will deliver a five minute presentation to the class on a selected occupation in one of the seven areas.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Described entrance opportunities as a self-employed person and as a paid employee in a career area of agriculture, agribusiness, and renewable natural resources.

____ 2. Delivered a presentation to the class on a selected career.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 2: Leadership and FFA

Objectives: Upon completion of this unit, the student will:

*1. List guidelines for wearing the FFA jacket.
*2. List requirements for active FFA membership.
*3. Recite the FFA creed.
4. Identify paraphernalia associated with FFA officers.
5. State duties of each officer.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Class recitation

Suggested Resources:

Primary Resource: Official FFA Manual Alexandria, VA: National FFA Supply Service. (Current Edition)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list eight guidelines for wearing the FFA jacket.
*Objective 2: The student will list two requirements for active membership in the FFA.
*Objective 3: The student will recite the FFA Creed with a minimum of seven mistakes.
Objective 4: The student will identify the paraphernalia associated with five FFA offices.
Objective 5: The student will state two duties of each FFA officer.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed guidelines for wearing the FFA jacket.
____ *2. Listed requirements for active FFA membership.
____ *3. Recited the FFA creed.
____ 4. Identified paraphernalia associated with FFA officers.
____ 5. Stated duties of each officer.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 3: Public Speaking

Objectives: Upon completion of this unit, the student will:

*1. Name the phases of communication.
*2. List guidelines for preparing a successful speech.
*3. List steps to follow in writing a speech.
*4. List guidelines for gathering information.
*5. Write an outline for a speech.
*6. Deliver a speech.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Classroom delivery of a speech

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will name the two phases of communication.
*Objective 2: The student will list four guidelines for preparing a successful speech.
*Objective 3: The student will list four steps in the proper order for preparing a speech.
*Objective 4: The student will list five guidelines to follow when gathering information.
*Objective 5: The student will write an outline for a five minute speech.
*Objective 6: The student will deliver a five minute speech to the class.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Named the phases of communication.
____ *2. Listed guidelines for preparing a successful speech.
____ *3. Listed steps to follow in writing a speech.
____ *4. Listed guidelines for gathering information.

____ *5. Wrote an outline for a speech.
____ *6. Delivered a speech.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 4: Parliamentary Procedure

Objectives: Upon completion of this unit, the student will:

*1. List the steps in the progression of a motion.
*2. State member responses to gavel tap signals.
*3. Define the term "main motion."
*4 Receive and dispose of a main motion.
5. Amend a main motion.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Classroom demonstration and practice

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list six steps in their proper order in the progression of a motion.
*Objective 2: The student will state the proper member response to three different gavel taps.
*Objective 3: The student will define the term "main motion" as a motion which presents an item of business to the chapter for consideration and action.
*Objective 4: The student will receive and dispose of a main motion following the steps outlined in Objective 1.
Objective 5: The student will amend a main motion following accepted parliamentary procedures.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed the steps in the progression of a motion.
____ *2. Stated member responses to gavel tap signals.
____ *3. Defined the term "main motion."

____ *4. Received and disposed of a main motion.
____ *5. Amended a main motion.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 5: Supervised Occupational Experience (SOE)

Objectives: Upon completion of this unit, the student will:

*1. List factors to consider in selecting an SOE.
*2. State benefits from participating in an SOE.
3. Participate in a class/small group SOE.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Classroom and laboratory practice

Suggested Resources:

Primary Resource: McCully, James S. "Selecting and Planning a Supervised Occupational Experience Program." Basic Vocational Education, Section IIIB, Introduction to Agricultural Skills. Mississippi State, MS: Research and Curriculum Unit. 1988.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three factors that should be considered in selecting an SOE.
*Objective 2: The student will state two benefits from participating in an SOE.
Objective 3: The student will participate in a class or small group SOE conducted in the vocational agriculture department setting by assisting in the work of the project, and keeping records of the project labor, expenses, and income.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed factors to consider in selecting an SOE.
____ *2. Stated benefits from participating in an SOE.
____ 3. Participated in a class/small group SOE.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 6: Animal Science

Objectives: Upon completion of this unit, the student will:

*1. Label parts of a beef animal.
2. Label the major parts of a hog.
3. Name the major classes of chickens.
4. Describe the role of the chicken breeds in modern poultry production.
5. State the purpose of the FFA placing card.
6. List major parts of muscular system.
7. List major parts of skeletal system.
*8. List major parts of a simple digestive system.
*9. Name a function of each major class of nutrient.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984. (Objectives 1, 2, and 5)

McCully, James S. Lesson Plans for Basic Vocational Agriculture - Section II - Introduction to Livestock Production. Mississippi State, MS: Research and Curriculum Unit. 1981. (Objectives 3-4)

Jacks, L. P. Basic Principles of Animal Science. Revised by James S. McCully. Mississippi State, MS: Research and Curriculum Unit. 1976. (Objectives 6-9)

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will label 22 parts of a beef animal.
*Objective 2: The student will label 15 major parts of a hog.
Objective 3: The student will name three major classes of chickens.
Objective 4: The student will describe the role of the chicken breeds in modern poultry production.
Objective 5: The student will state one purpose of an FFA placing card.

Objective 6: The student will list three main parts of the muscular system.

Objective 7: The student will list two major parts of a skeletal system.

*Objective 8: The student will list three major parts of the digestive system of a simple stomach animal.

*Objective 9: The student will name one function of each of the six major classes of nutrients.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Labeled parts of a beef animal.
____ *2. Labeled the major parts of a hog.
____ 3. Named the major classes of chickens.
____ 4. Described the role of the chicken breeds in modern poultry production.
____ 5. Stated the purpose of the FFA placing card.
____ 6. Listed major parts of muscular system.
____ 7. Listed major parts of skeletal system.
____ *8. Listed major parts of a simple digestive system.
____ *9. Named a function of each major class of nutrient.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 7: Plant Science

Objectives: Upon completion of this unit, the student will:

*1. List major crops grown in Mississippi.
2. Identify major forest products harvested in Mississippi.
*3. Describe the basic growth process of green plants from seed to maturity.
4. Describe the process of nitrogen fixation.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: McCully, James S. "Crop Production." Basic Vocational Education, Section IIIB, Introduction to Agricultural Skills. Mississippi State, MS: Research and Curriculum Unit. 1988.

Jacks, L. P. Basic Principles of Plant Science. Mississippi State, MS: Research and Curriculum Unit. 1979.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list four major crops grown in Mississippi.
Objective 2: The student will identify the following types of forest products: saw logs, pulpwood, wood chips.
*Objective 3: The student will describe the growth process of a green plant from seed to maturity in terms of the following processes: germination, digestion, photosynthesis, respiration, transpiration, and reproduction.
Objective 4: The student will describe the process of nitrogen fixation in plants.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed major crops grown in Mississippi.
____ 2. Identified major forest products harvested in Mississippi.

____ *3. Described the basic growth process of green plants from seed to maturity.

____ 4. Described the process of nitrogen fixation in plants.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 8: Soils

Objectives: Upon completion of this unit, the student will:

*1. List factors that affect internal drainage of a soil.
*2. State the three layers of a soil profile.
3. List factors that affect the use of a soil.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: McCully, James S. "Introduction to Soil and Soil Management Skill." Basic Vocational Education, Section IIIB, Introduction to Agricultural Skills. Mississippi State, MS: Research and Curriculum Unit. 1988.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list three factors which influence the internal drainage of a soil.
*Objective 2: The student will state the three major layers of a soil profile.
Objective 3: The student will list four factors that affect the use of a soil.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed factors that affect internal drainage of a soil.
____ *2. Stated the three layers of a soil profile.
____ 3. Listed factors that affect the use of a soil.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 9: Computers

Objectives: Upon completion of this unit, the student will:

1. Define terms associated with computers.
*2. Name common uses of a computer.
*3. Identify the major parts of a personal computing system.
*4. Identify the operational and functional keys on a personal computer.
*5. Start up and shut down a personal computer.
6. Load and run a Basic program.
7. Copy a diskette.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Laboratory demonstration and practice

Suggested Resources:

Primary Resource: McCully, James S.; Wilkes, Rebecca L.; and Henson, Jean. "Computer Application Skills." Basic Vocational Education, Section I, Introduction to Occupational and Employability Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will define the following terms associated with computers: spreadsheet, word processing, and database.

*Objective 2: The student will name five common uses of a computer in the world of work.

*Objective 3: The student will identify four major parts of a typical personal computer station used in the world of work.

*Objective 4: The student will identify the following operational and control keys on a personal computer keyboard: space bar, "Enter/Return" key, shift key, "Caps Lock" key, cursor control keys, control key, escape key, "ALT" key, "F" keys, and tab key.

*Objective 5: The student will demonstrate the ability to start up, load DOS, and shut down a personal computer according to manufacturer's suggested procedures.

Objective 6: The student will load and run a simple Basic program to teacher specifications.
Objective 7: The student will copy a diskette using the "Diskcopy" command.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ 1. Defined new terms associated with computers.
____ *2. Named common uses of a computer.
____ *3. Identified the major parts of a personal computing system.
____ *4. Identified the operational and functional keys on a personal computer.
____ *5. Started up and shut down a personal computer.
____ 6. Loaded and ran a Basic program.
____ 7. Copied a diskette.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 10: Shop Safety

Objectives: Upon completion of this unit, the student will:

*1. List characteristics of the classes of fires.
*2. State procedures to follow in case of a fire.
*3. State procedures to follow in case of an accident.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion

Suggested Resources:

Primary Resource: McCully, James S. "Occupational Safety Skills." Basic Vocational Education, Section I, Introduction to Occupational and Employability Skills. Mississippi State, MS: Research and Curriculum Unit. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will list one characteristic of each of the three classes of fires.
*Objective 2: The student will state three procedures that should be followed in case of a fire or fire alarm on the job.
*Objective 3: The student will state three procedures to follow in case of an accident on the job.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Listed characteristics of the classes of fires.
____ *2. Stated procedures to follow in case of a fire.
____ *3. Stated procedures to follow in case of an accident.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 11: Basic Tools and Shop Work

Objectives: Upon completion of this unit, the student will:

*1. Identify equipment used in arc welding.
2. State methods for establishing an arc.
*3. List safety precautions to follow in arc welding.
*4. Start, run, stop, and restart a flat bead.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Laboratory demonstration and practice

Suggested Resources:

Primary Resource: Patton, Bob and Harp, Keith. Vocational Agriculture I. Stillwater, OK: Oklahoma Department of Vocational and Technical Education. 1984.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify six pieces of equipment commonly used in arc welding.
Objective 2: The student will state two methods for establishing an arc.
*Objective 3: The student will list nine safety precautions to follow in arc welding.
*Objective 4: The student will demonstrate the ability to start, run, stop, and restart a flat bead.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified equipment used in arc welding.
____ 2. Stated methods for establishing an arc.
____ *3. Listed safety precautions to follow in arc welding.
____ *4. Started, ran, stopped, and restarted a flat bead.

*Indicates core/essential objectives

COURSE: Agriculture, Grade 8

Unit 12: Agricultural Safety

Objectives: Upon completion of this unit, the student will:

*1. Identify safety-alert signal words commonly used to indicate potentially dangerous areas and associate them with their degree of risk.
*2. List the ways in which pesticides may enter the body.
*3. State ways by which exposure to pesticides may be prevented.
*4. Name safety tips for storing pesticides.
*5. Describe the steps in handling a pesticide spill.

*Indicates core/essential objectives

Suggested Instructional Procedures:

Lecture and discussion
Laboratory demonstration and practice

Suggested Resources:

Primary Resource: Deere and Company. Agricultural Safety. Moline, IL. 1987.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will identify the following safety-alert signal words commonly used to indicate potentially dangerous areas: DANGER, WARNING, and CAUTION; and associate them with their respective degree of risk.
*Objective 2: The student will list three ways in which pesticides may enter the body.
*Objective 3: The student will state four ways by which each type of exposure to pesticides may be prevented.
*Objective 4: The student will state four safety tips for storing pesticides.
*Objective 5: The student will describe the three steps in handling a pesticide spill.

*Indicates core/essential objectives

Performance Record: Place a check by each objective the student achieved:

____ *1. Identified safety-alert signal words commonly used to indicate potentially dangerous areas and associated them with their degree of risk.
____ *2. Listed the ways in which pesticides may enter the body.

____ *3. Stated ways by which exposure to pesticides may be prevented.
____ *4. Named safety tips for storing pesticides.
____ *5. Described the steps in handling a pesticide spill.

*Indicates core/essential objectives

STUDENT PERFORMANCE RECORD

AGRICULTURE, GRADES 7 AND 8

AGRICULTURE, GRADE 7

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

____ C1. Defined the occupational career areas in agriculture, agribusiness, and renewable natural resources.
____ C2. Identified competencies needed by persons entering the career areas of agriculture.
____ 3. Selected a potential career in agriculture and delivered an oral report on that career.
____ C4. Listed FFA activities/contests that are open to Junior FFA members.
____ C5. Recited the FFA motto.
____ C6. Listed the officers of an FFA Chapter.
____ 7. Named the degrees of membership in the Junior FFA.
____ 8. Stated the requirements for the Junior FFA Greenhand Degree.
____ C9. Listed the parts of an outline of a speech.
____ C10. Developed an outline for a speech.
____ C11. Presented a speech to the class.
____ C12. Named the primary reference on parliamentary procedure.
____ C13. Listed purposes of parliamentary procedure.
____ C14. Identified characteristics of a good meeting.
____ C15. Named methods of voting at a meeting.
____ C16. Conducted an election of officers.
____ C17. Named the types of SOE programs.
____ C18. Listed objectives of SOE.
____ C19. Participated in a class or small group SOE program.
____ C20. Listed the major types of commercial livestock produced in Mississippi.
____ 21. Identified the major breeds of beef cattle.
____ 22. Identified the major breeds of dairy cattle.
____ 23. Identified the major breeds of swine.
____ C24. Described the products from other types of livestock enterprises.
____ C25. Listed the functions of the body systems.
____ C26. Differentiated between ruminant and non-ruminant animal digestive systems.
____ C27. Classified animals as ruminant or non-ruminant.
____ 28. Defined the different categories of feed.
____ C29. Identified the major parts of a plant.
____ C30. Stated the function of each of the major parts.
____ C31. Named and defined the classes of plants according to their life cycles.

____ C32. Classified plants according to their life cycles.
____ C33. Stated the different ways in which plants reproduce.
____ C34. Described the steps in producing hybrid seed corn.
____ C35. Defined the term soil.
____ C36. Listed the major components of a soil.
____ C37. Named the types of water erosion.
____ C38. Stated the major problem caused by water erosion.
____ C39. Named ways to control water erosion.
____ C40. Stated the advantages of adding organic matter or humus to a soil.
____ C41. Listed the steps in taking a soil sample for fertility testing.
____ C42. Listed general rules for shop safety.
____ C43. Identified eye safety and protection devices.
____ C44. Identified the proper clothing to be worn on specific jobs.
____ C45. Listed reasons for maintaining a clean and orderly shop.
____ C46. Identified basic tools.
____ C47. Measured stock using a steel tape.
____ C48. Drove, set, and pulled nails.
____ C49. Crosscut a board.
____ 50. Bored a hole in wood.
____ C51. Identified types of information that can be found in an operator's manual.
____ C52. Identified typical instruments and controls found on power machinery.
____ C53. Listed vital parts and accessories found on power machinery.
____ C54. Listed safety rules for using a power lawn mower.
____ C55. Demonstrated the ability to service a lawn mower engine.

AGRICULTURE, GRADE 8

Student: _____

This record is provided as an alternative to the student performance records at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective.

C = Core competencies.

___ C1. Described entrance opportunities as a self-employed person and as a paid employee in a career area of agriculture, agribusiness, and renewable natural resources.
___ 2. Delivered a presentation to the class on a selected career.
___ C3. Listed guidelines for wearing the FFA jacket.
___ C4. Listed requirements for active FFA membership.
___ C5. Recited the FFA creed.
___ 6. Identified paraphernalia associated with FFA officers.
___ 7. Stated duties of each officer.
___ C8. Named the phases of communication.
___ C9. Listed guidelines for preparing a successful speech.
___ C10. Listed steps to follow in writing a speech.
___ C11. Listed guidelines for gathering information.
___ C12. Wrote an outline for a speech.
___ C13. Delivered a speech.
___ C14. Listed the steps in the progression of a motion.
___ C15. Stated member responses to gavel tap signals.
___ C16. Defined the term "main motion."
___ C17. Received and disposed of a main motion.
___ C18. Amended a main motion.
___ C19. Listed factors to consider in selecting an SOE.
___ C20. Stated benefits from participating in an SOE.
___ 21. Participated in a class/small group SOE.
___ C22. Labeled parts of a beef animal.
___ C23. Labeled the major parts of a hog.
___ 24. Named the major classes of chickens.
___ 25. Described the role of the chicken breeds in modern poultry production.
___ 26. Stated the purpose of the FFA placing card.
___ 27. Listed major parts of muscular system.
___ 28. Listed major parts of skeletal system.
___ C29. Listed major parts of a simple digestive system.
___ C30. Named a function of each major class of nutrient.
___ C31. Listed major crops grown in Mississippi.
___ 32. Identified major forest products harvested in Mississippi.
___ C33. Described the basic growth process of green plants from seed to maturity.
___ 34. Described the process of nitrogen fixation in plants.
___ C35. Listed factors that affect internal drainage of a soil.

____ C36. Stated the three layers of a soil profile.
____ 37. Listed factors that affect the use of a soil.
____ 38. Defined new terms associated with computers.
____ C39. Named common uses of a computer.
____ C40. Identified the major parts of a personal computing system.
____ C41. Identified the operational and functional keys on a personal computer.
____ C42. Started up and shut down a personal computer.
____ 43. Loaded and ran a Basic program.
____ 44. Copied a diskette.
____ C45. Listed characteristics of the classes of fires.
____ C46. Stated procedures to follow in case of a fire.
____ C47. Stated procedures to follow in case of an accident.
____ C48. Identified equipment used in arc welding.
____ 49. Stated methods for establishing an arc.
____ C50. Listed safety precautions to follow in arc welding.
____ C51. Started, ran, stopped, and restarted a flat bead.
____ C52. Identified safety-alert signal words commonly used to indicate potentially dangerous areas and associated them with their degree of risk.
____ C53. Listed the ways in which pesticides may enter the body.
____ C54. Stated ways by which exposure to pesticides may be prevented.
____ C55. Named safety tips for storing pesticides.
____ C56. Described the steps in handling a pesticide spill.